TCAP Achievement, Grade 3, Mathematics
Criterion Referenced Test (CRT) Reporting Categories with State Performance Indicators (SPI)

Number Sense/Number Theory	
SPI#	State Performance Indicator
3.1.1	Count by 10's, 100's or 1000's.
3.1.2	Identify whole numbers as odd or even.
3.1.4	Represent whole numbers to 9999 with models.
3.1.5	Identify the place value of a given digit up to thousands.
3.1.7	Compare and order whole numbers to 9999 using the appropriate symbol (i.e.,<, >, =).
3.1.9	Connect written and pictorial representations of fractions with denominators up to ten.
3.1.12	Use estimation to select a reasonable solution in problem solving (addition and subtraction only).
3.1.13	Represent whole numbers up to 10,000 in expanded form (e.g, 1000's + 100's + 10's + 1's).
3.1.14	Compare unit fractions with denominators up to 10.
Computation	
SPI#	State Performance Indicator
3.1.3	Add and subtract efficiently and accurately with single-digit whole numbers.
3.1.8	Add two- and/or three-digit whole numbers.
3.1.15	Subtract two- and/or three-digit whole numbers.
3.1.16	Use the multiplication facts 0, 1, 2, 5, and 10 efficiently and accurately.
Algebraic Thinking	
SPI#	State Performance Indicator
3.2.1	Sort objects by two attributes.
3.2.2	Extend repeating and growing numerical or geometric patterns.
3.2.3	Represent repeating geometric patterns as repeating numerical patterns.
3.2.4	Determine the output for a particular input given the one operation function rule (i.e., addition, subtraction).
3.2.5	Solve open sentences that involve addition and subtraction of whole numbers zero to twenty.
3.2.6	Identify the rules by which objects or numbers have been sorted.
3.2.7	Connect open sentences to real-world situations.
3.3.4	Use appropriate mathematical language to find a point on a grid using whole number coordinates.
Real World Problem Solving	
SPI#	State Performance Indicator
3.1.6	Recognize the value of combinations of coins and bills up to $5.
3.1.10	Solve real-world problems using addition or subtraction of whole numbers.
3.1.11	Determine the correct change from a transaction that is less that $1.00.
3.4.3	Solve real-world problems using a calendar.
3.4.4	Solve real-world problems involving addition and subtraction of one-or two- digit measurements.
3.4.10	Solve real-world problems involving elapsed time to the half-hour.
Data Analysis and Probability	
SPI#	State Performance Indicator
3.5.1	Interpret pictographs.
3.5.2	Interpret bar graphs.
3.5.3	Solve real-world problems in which data is represented in tables.
3.5.4	Determine whether an event is certain, possible, or impossible.
3.5.5	Determine the most likely, least likely, or equally likely outcomes in simple experiments (i.e., spinner, number or color cube).
3.5.6	Select all possible outcomes of a simple experiment (i.e., spinner, coin toss, number or color cube).

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Measurement	
SPI#	State Performance Indicator
3.4.1	Read and write time to the nearest hour, half-hour, and quarter-hour.
3.4.2	Measure length to the nearest centimeter and inch.
3.4.5	Select an appropriate standard unit to measure length.
3.4.6	Use estimation to determine if a length measurement is reasonable.
3.4.7	Read thermometers with Fahrenheit and Celsius scales (positive whole number temperatures).
3.4.8	Read and write time at five-minute intervals.
3.4.9	Find the perimeter of a rectangle on a grid.
Geometry	
SPI#	State Performance Indicator
3.3.1	Name two-dimensional geometric figures (i.e., rectangle, square, triangle, circle).
3.3.2	Name three-dimensional geometric figures (i.e., cube, cylinder, sphere, cone).
3.3.3	Recognize geometric figures that are the same size and shape.
3.3.5	Identify the result of a transformation that has been applied to a simple two-dimensional geometric shape (i.e., flips or slides).
3.3.6	Identify the line of symmetry in a two-dimensional design or shape.

SPI# -- Grade Level . Content Standard Number . Performance Indicator Number
Please refer questions about this list to the Tennessee Department of Education, Evaluation and Assessment. 10/28/03